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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with ethnic minorities in school settings, kindergarten through postsecondary level. The goal of this module is to help participants learn about: (1) their attitudes toward ethnic minorities; (2) effects of stereotyping; (3) communication skills; (4) behaviors designed to improve relationships; and (5) career guidance materials for ethnic minorities. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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USING SELF AWARENESS AND EFFECTIVE COMMUNICATION FOR HELPING ETHNIC MINORITIES WITH CAREER GUIDANCE

MODULE 46

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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March 1979

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INTRODUCTION

Effective career guidance services are essential in a highly technological, everchanging society. While these services are necessary for all people, they are especially needed for those ethnic minority persons whose career development patterns have been influenced and restricted by societal limitations. Professionals in schools, colleges, and universities have begun to express concern about the lack of effective career guidance services for ethnic minority students. There has not been much written about their specific career development needs until recently. In addition, most counselor and teacher training programs have not offered course work or practical experiences aimed at providing career guidance services specifically for ethnic minority persons. If they are to achieve any measure of equality as American citizens, it will be necessary for them to attain their highest educational and career goals. Therefore, professionals in schools, colleges, and universities must meet the challenge of delivering better career guidance services to ethnic minority students.

Several steps might be considered by professionals to provide better career guidance services to meet the specific needs of ethnic minority students. The first step for professionals is to increase their own awareness and understanding of ethnic minority people. This can be done in part by professionals becoming more aware of their own attitudes and feelings toward them. Awareness of these attitudes and feelings then can lead to elimination of erroneous impressions about ethnic minority persons. The next step is to learn how to communicate effectively with them. This can be accomplished in part by professionals learning to send and receive clear messages. Self awareness and effective communication thus are the keys to successful relationships and career guidance with ethnic minority students.

This module provides you with activities and readings intended to help you better understand ethnic minority persons and communicate more effectively with them. As a result of the module, you should be more effective in providing career guidance services to ethnic minority persons.

MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed towards counselors, paraprofessionals, teachers, and administrators in school settings grades kindergarten through post-secondary. The module topic is using self awareness and effective communication for helping ethnic minority students with career guidance. This module is the first of two focusing on the specific career development needs, concerns, and practices for ethnic minorities.

The goal of the module is to provide you with knowledge and skills for helping ethnic minority students with their career guidance needs. This knowledge and these skills are essential since ethnic minority students have some unique career guidance needs and typical career guidance activities and programs have failed to address those needs. During this module you will learn or become more aware of: (a) your own and others' attitudes toward ethnic minorities, (b) the effects of stereotyping ethnic minorities, (c) appropriate sending and receiving responses in communicating with ethnic minorities, (d) action oriented behaviors for improving relations with ethnic minorities, and (e) career guidance materials specifically designed for use with ethnic minorities.

Module Objectives

When you have successfully completed this module you will be able to:

1. Write a statement summarizing three of your major attitudes or feelings toward ethnic minority persons and two reasons why you hold each attitude or feeling.
2. List five effects of stereotyping ethnic minority students.
3. Send and receive messages effectively in communicating with ethnic minority students.
4. Write an action plan for improving your relationship(s) with ethnic minority persons.
5. Write a plan for using culturally relevant career guidance scrapbooks or slide/tape shows in your work setting.

Note: The evaluation criteria for successful completion of each objective is on page 23 in the coordinator's guide.

WORKSHOP OUTLINE

Activity	Approximate Completion Time	Module Objectives Reached
Introduction	1/4 hour	
Attitudes Toward Ethnic Minorities	1 1/4 hours	1
Stereotyping Ethnic Minorities	1 hour	2
Communicating with Ethnic Minorities	1 hour	3
Action Plan for Relating With Ethnic Minorities	1 hour	4
Culturally Relevant Career Guidance Materials for Ethnic Minorities	1 1/4 hours	5
Wrap-Up	1/4 hour	
	6 hours	

GLOSSARY

Career - The pattern of activities and experiences that make up a lifetime of work, learning and leisure. The term is broadly defined here to include occupational and educational choices and patterns as well as other aspects of a person's life -- personal and social behaviors, skills, social responsibilities and leisure activities.

Career development - The life long process people use to gain skills in setting career goals and in developing, implementing, evaluating and revising plans to define a career.

Career guidance - Various types of assistance provided to help individuals in their career development. It may include instruction, counseling, placement, follow-through, evaluation and support procedures based on career planning and development needs.

Culturally Relevant Career Guidance Materials - Career guidance materials that reflect the culture and experiences of the members of racial or ethnic groups.

Discrimination - The differential treatment of individuals, an overt or covert expression of prejudice.

Ethnic Minority - A person who belongs to some racial or ethnic group and who identifies with a common and distinctive culture and/or language. The term as used in this module refers to Asian-Americans, Blacks, Latinos and Native-Americans.

Prejudice - A predisposition to act toward individuals and groups with a (typically) rigid, emotional attitude based on inadequate information and without regard for individual differences.

Stereotype - A belief about all members of a human group in which little concern is shown for individual differences and facts, even when they are available.

Sending message - A response that communicates an idea, thought, or feeling.

Receiving message - A response that communicates you heard the idea, thought, or feeling expressed.

ATTITUDES TOWARD ETHNIC MINORITIES

An attitude is a feeling or emotion toward concepts, people or situations. All of us have attitudes and feelings toward other people, especially toward those who are different from us. Our focus in this session is to become aware of the attitudes and feelings we have toward ethnic minorities. Most of us have learned these attitudes and feelings from significant others in our lives (e.g., relatives, friends and influential people). This learning probably happened at stages in our lives when we were unaware it was occurring. We are often made aware that we have these attitudes and feelings only when someone responds to them. However, regardless of where we learned them, it is important for us to be aware of these attitudes and feelings.

Awareness of our attitudes and feelings toward ethnic minorities is important because it gives us the opportunity to change those that are unreasonable or negative. Oftentimes we are unaware that our attitudes and feelings toward ethnic minority persons are "turning them off." If we take the time to explore them, we may be surprised at what we find. Clearly, it is not an easy task to look at our attitudes and feelings toward ethnic minorities in an objective manner. But it is a necessary first step in providing effective career guidance services for them.

The first session of this module will provide an activity to help you become more aware of your attitudes and feelings toward ethnic minorities. Please wait for the workshop coordinator to begin the activity.

ACTIVITY – BECOMING AWARE

This activity will help you to become more aware of the attitudes and feelings you have toward ethnic minority persons. You will work in successive groups of two, four and eight for this activity. You will be asked to discuss your past and present experiences with members of a racial or ethnic group different from the one to which you belong. In discussing these experiences, please participate at your own level of comfort. That is, you determine the topics of your discussion. The workshop coordinator will present the format for the activity and answer any questions you may have.

WORKSHEET 1

Your task here is to write a statement that summarizes at least three of your major attitudes and feelings toward ethnic minorities. Include in your statement at least two reasons why you hold each attitude or feeling (e.g., personal experiences, social experiences, life influences, knowledge, etc.). Use the back of this page if necessary.

When you have completed this worksheet, turn to the evaluation criteria on page 23 in the coordinator's guide to see if you have successfully completed the objective of session one. Then wait for the workshop coordinator to begin the next session.

STEREOTYPING ETHNIC MINORITIES

A stereotype is a belief about all members of a human group in which little concern is shown for individual differences, even when such information is available. Stereotypes make us see an "exaggerated" picture of the importance of certain characteristics. They are broad generalizations that simply do not take into consideration the individual differences among ethnic minority group members, or the fact that members of the majority group may also possess the same characteristics. Some of our stereotypes may be of a "positive" nature, such as the stereotype that women are nurturing and compassionate. These characteristics are descriptive of many women (and many men) but not all women (nor all men). It is the woman who does not fit the stereotype that is penalized by society and oftentimes by her own feelings of guilt. Hence, even positive stereotypes may have negative implications for some segment of any given group of people. Our focus in this session is to examine and explore the stereotypes commonly used to label ethnic minorities and the effects of stereotyping on ethnic minorities.

Stereotypes about groups of people abound in our society. Many of these have occurred as the direct result of distortions presented in movies, television, magazines and other forms of mass media. An obvious example is provided in the many westerns in which the Native American is portrayed as an individual who can speak little or no English and who is extremely naive and gullible. Another instance is the "Amos and Andy" portrayal of the Black person as shiftless. The end result of these and other such portrayals has been to produce and reinforce stereotypes of groups of people, particularly ethnic minorities.

One of the reasons people use stereotypes is that they have had limited experiences with specific ethnic minority groups. For example, people who have had little or no interactions with Latinos (and relatedly no incentive to study the Latin-American cultures) have simply made stereotyped generalizations based upon insufficient and distorted data. They take whatever limited information or experience they have and apply it to Latinos as a group.

Numerous examples also can be cited where the media have stereotyped groups of people based upon occupation, physical characteristics, geo-

graphical area, age, or sex, as well as ethnic minority membership. However, the media is only one vehicle for transmitting and reinforcing stereotypes. Certainly school textbooks have stereotyped, omitted, and distorted the many contributions of ethnic minority groups throughout history. Rarely does one find reference to the extensive contributions ethnic minorities have made to government, social structures, medicine, foods, arts and crafts, technology and military strategy. Omission or distortion of historical information also often creates a climate in which stereotypes may grow.

One of the most powerful forces for perpetuating stereotypes is verbal and nonverbal communication (subtle or otherwise) from family, friends and significant others. People identify with the beliefs, values and attitudes of those persons whom they admire. When an influential person makes discriminatory statements (e.g., tells an anti-minority joke), the listener may believe the presented stereotype in a literal sense. The stereotype is thus learned at a young age, believed, and never challenged. This situation produces people who "know" many things that are not true. Because we hold a number of beliefs about ethnic minority groups that are often founded upon incomplete data, inaccurate perceptions of others, distortions of facts, and misinformation, it is important that we begin to examine the process and nature of stereotyping.

The second session of this module will provide an activity and a reading section to help you learn about the effects of stereotyping ethnic minority persons. Please wait for the workshop coordinator to tell you when to begin this activity.

ACTIVITY – ELIMINATING STEREOTYPES ABOUT ETHNIC MINORITIES

This activity will help you to learn about the effects of stereotyping ethnic minority students. You will work in a large group for this activity. You will be asked to wear a label and to fantasize that you are at a social gathering. You will communicate with others at the gathering at least once according to their "label". Please wait for the workshop coordinator to give you the instructions for this activity.

Effects of Stereotyping Ethnic Minorities

Stereotypes are internalized and therefore influence behavior. Discrimination is the outcome. The important question is how behavior is affected. Looking at ethnic minority persons (who are usually stereotyped negatively), we can see several patterns emerging. Sensitive to negative treatment, an ethnic minority person may consent to the behavioral expectations and assume certain roles for survival. Others may learn to rationalize or deny the existence of negative treatment while still others may absorb it as a negative self-concept. The end results for these people typically are fear and anger directed at both self and others.

The ethnic minority person also may perceive every majority person as a potential source of pain, ranging from a social snub to outright violence. Some ethnic minorities have reacted by demanding to be heard, insisting that justice be done, and moving beyond rhetoric into action. They have resisted strongly the assumption that they are guilty until proven innocent. In any event, ethnic minority persons may tend to assume a defensive attitude when responding to an inter-ethnic situation.

When interacting in an inter-ethnic situation, majority persons also face a dilemma. They have been given conflicting messages by society. One message is that ethnic minority persons are inferior to them in ways that are important in the working world. The second message is that in today's democracy all people are equal relative to career opportunity and that no one should be the recipient of discrimination. How do people go about reconciling these two conflicting concepts? Some majority persons deny that discrimination really exists. They justify any actions that ethnic minorities perceive as discrimination by seeing only those actions of ethnic minority persons that fit into their stereotypic picture. Other majority persons, concerned with discrimination and fair play, have reacted perhaps out of guilt or conscience, with tokenism and charity -- sometimes to the extreme. However, this behavior is often commmunicated as paternalism and as an attempt to foster a dependency relationship. Anger is the end result when charitable actions do not seem to be appreciated by the ethnic minority person. Certainly there are persons who have moved beyond this situation into mature relationships with members of ethnic minority groups. However, they did not simply jump into instant relationships. Rather, they learned a basic lesson in human relationship: people are

both different and similar, each person has both merits and limitations.

The emotions of guilt, fear, and anger are potentially present in any intergroup interaction. These emotions interfere with the acquisition of knowledge, distort judgment, and prohibit effective interpersonal relationships and communication. Unfortunately, these problems seem to be all around us.

Now please complete Worksheet 2.

WORKSHEET 2

Your task here is to list five effects of stereotyping ethnic minority students that you read about in the previous section of the text entitled Effects of Stereotyping Ethnic Minorities. Use the back of this page for additional space if necessary.

When you have completed this worksheet, turn to the evaluation criteria on page 23 in the coordinator's guide to see if you have successfully completed the objective of session two. Then wait for the workshop coordinator to begin the next session.

COMMUNICATING WITH ETHNIC MINORITIES

Effective communication is an important component of any meaningful relationship among individuals or groups. Developing effective communication skills with ethnic minorities is an essential step toward providing better race relations and career guidance services. If you can effectively communicate with ethnic minority persons, you are able to establish genuine interpersonal relationships with them. These relationships can then serve as a basis for you to help them with a wide variety of their personal, social, or career development concerns. Moreover, the fact that you make a serious effort to communicate effectively with ethnic minorities demonstrates to them that you are trying to better understand and relate to them. This is an important message to communicate to them because very often ethnic minorities perceive majority persons as not really wanting to learn how to communicate with them.

Honest communication, meaningful dialogue, and the development of authentic relationships with ethnic minorities require a commitment from you. An authentic relationship is one in which there is a full acceptance and recognition of differences and a mutual appreciation and valuing of these differences. But how do we form authentic relationships? Fortunately, there are some communication skills which have been proven to bring about such relationships.

The third session of the module will provide a reading section to help you learn how to send and receive messages in communicating with ethnic minority students. Another section will present examples of how to send and receive messages. The last section will provide an activity to help you learn how to send and receive messages in your communications with ethnic minority students.

Please wait for the workshop coordinator to tell you when to begin the next reading section.

Sending and Receiving Messages

All communication between two people involves sending and receiving messages. It is equally important to receive a message as it is to send a clear message. The ability to send and receive messages is essential for effective communication. Because ethnic minority students communicate in different styles, there are some specific ways to send and receive messages that have proven to be more effective with them. Three ways to send and three ways to receive messages are discussed below.

Sending Messages

Three ways to send messages in communicating with ethnic minority students are:

1. Providing alternatives. This type of response offers the student a range of options or choices. These responses can be used when a student presents a personal, academic, or social concern. The main idea is to discuss some of the alternatives that are available to help resolve the student's concern. Once the alternatives are presented the advantages and disadvantages of each alternative are discussed. Providing alternatives and discussing the advantages and disadvantages of each can be helpful to an ethnic minority student who is seeking solutions to a concern or problem.

2. Providing encouragement. This type of response gives the student motivation and desire to succeed. These responses can be used as positive reinforcement of good behavior or academic achievement. They serve the purpose of communicating to students that you are aware of their good work and that you want to let them know you are aware. These responses can also help students to build good self concepts and feel better about their ability to achieve.

3. Providing challenges. This type of response stimulates a student to consider new directions. These responses ask students to reach beyond their current level of achievement or success and to seek higher goals. They can be used to help ethnic minority students reevaluate their present behavior or academic achievement. Providing challenges is a way of communicating to ethnic minority students that you believe they are capable of a higher level of achievement.

Receiving Messages

Three ways to receive messages from ethnic minority students are:

1. Acknowledging messages. To acknowledge a message means to communicate that you have heard what the student said. This could be done by nodding your head up and down or saying, "I heard you." The intent is to indicate that you are really listening to what the student is saying. Acknowledging messages that ethnic minority students send can also communicate that what they are saying is really important. This type of response can be used in all communication with ethnic minority students.

2. Accepting messages. To accept a message means to communicate that you have integrated what the student has said and have a response to the message. This could be done by providing favorable or unfavorable feedback to what the student has said. These responses communicate that you accept their messages and want to help them. They could be used in all communication with ethnic minority students. They would be very useful in situations where a language difference exists. Accepting messages in these situations communicates that you are really trying to understand them in spite of language barriers.

3. Empathic messages. An empathic message communicates that you have heard the feelings or emotions expressed by the student and want to respond. This could be done by saying that you understand what the student is feeling. These responses can be used when a student has shared some feelings about a personal or academic problem they are facing. Empathic messages communicate that you are aware of the feelings the student is expressing and you are responding to them.

Examples of Sending and Receiving Messages

The following are examples of three ways to send and three ways to receive messages in communicating with ethnic minority students. Each response represents one of the three ways to send and three ways to receive messages previously discussed.

Sending Messages

1. Providing alternatives

Student: I would like to attend a college or university, but I'm having trouble deciding which one I ought to apply to.

Response: Let's talk about some large, medium, and small colleges and universities. We can make up a list of your top 10 choices and then talk about the advantages and dis-

advantages of attending each one. We can also talk about what you plan to major in and find out how many of the colleges and universities offer a program in that area. We may also want to consider how expensive each college or university would be. Let's go back and begin to make up that list of colleges and universities.

2. Providing encouragement

Student: I still can't make up my mind. I wonder whether the test results can help me to decide. I still want engineering but . . .

Response: All the data lead me to think that engineering is the right course for you. The test results, as well as everything else you have told me, indicate that you are on the right track.

3. Providing challenges

Student: I never will be successful because I don't make good grades in school.

Response: I think you can be successful at many different careers. Have you ever thought about all the career opportunities that are available to you? Let's take a look at some of your interests and match them to some careers. If you are willing to work hard I know you can become a successful person in some area!

Receiving messages

1. Acknowledging messages

Student: The only thing that's clear to me is that I'm all mixed up. I want to try, but I can't. I want to be strong, but I'm acting weak. I want to make up my own mind, but I'm letting everybody sway me in every direction. It's one big mess.

Response: Mm-hm. It sounds like you have a lot to say and I would like to hear more about this situation.

2. Accepting messages

Student: O.K., I'll say it: you hate me because of my black skin.

Response: I do dislike you at times but for a different reason. I feel you are not treating me as an equal. You act superior, defiant and hostile. You need to be hostile to me because you assume that I am hostile to you.

3. Empathic messages

Student: My mother never gives me any credit when I get good grades.

Response: I know how bad you're feeling right now. You want your mother to care about you and your grades and it seems that she doesn't care. Let's talk about this a little more.

These ways of sending and receiving messages are useful in most communication with ethnic minority students. Responses that provide alternatives can be used in situations where the student is expressing confusion about school, career, or life goals. These responses provide valuable information which is one of the main expectations of ethnic minority students. Providing encouragement responses can be used to reward ethnic minority students who are achieving. These responses can be used to help build self confidence and provide a sense of hope in a student. Responses that provide challenges to ethnic minority students help them to become motivated. These responses can be used in situations where a student needs a "push" or "nudge" to move in a forward direction.

Acknowledging responses can be used in any communication with ethnic minority students. These responses let students know that you are listening to them. It can be done in a few or many words. Accepting responses can be used to communicate that you are listening and have some feedback to give. These responses can be used in all communication with ethnic minority students. They communicate that you accept what you are hearing from the student. They also help ethnic minority students feel more comfortable self disclosing and sharing feelings. Empathic responses can be used to communicate that you care about the students' concern or problem. These responses are used most often in situations where the student has expressed some feelings or emotions about a problem or concern.

The next activity will provide you with an opportunity to practice sending and receiving messages. Please wait for the workshop coordinator to begin this activity.

ACTIVITY – PRACTICING SENDING AND RECEIVING MESSAGES

This activity will help you to learn how to send and receive messages in your communications with ethnic minority students. You will work in triads and in a large group for this activity. You will be asked to practice sending and receiving messages with another member of your triad. Please wait for the workshop coordinator to give you further instruction for this activity.

WORKSHEET 3

Your task is to indicate what type of sending or receiving response is stated below by marking the appropriate symbol next to the response. Use the following symbols:

PA -- Providing alternatives response
PE -- Providing encouragement response
PC -- Providing challenges response
AM -- Acknowledging messages response
ACM-- Accepting messages response
EM -- Empathic messages response

Responses

_____1. Let's talk about some of the careers that you have an interest in. Then, we can talk about the advantages and disadvantages of each one.

_____2. Mm-hm.

_____3. You must feel very bad about these results. I know how hard you studied for those tests. It is discouraging, but not as bad as it seems.

_____4. You did a very good job on this paper. I think this shows that you have the ability to do well in the course. Keep up the good work!

_____5. Yes! I think you're beginning to find some answers to your problem. It sounds like you've given this a lot of thought. You have a lot to say about it from what I've heard so far.

_____6. If you really want to, you can become an engineer. You seem to like math and science and do well in those classes. I think all you have to do is make it a goal you want to reach.

_____7. I'm listening and following what you're saying.

_____8. I know you're happy about that acceptance letter from the college you applied to. You've worked hard and you should feel good about being accepted, you earned it.

_____9. Let's talk about some of the obstacles you might face if you make that decision.

_____10. I think you can be the best mechanic in the business, if

you're willing to study hard. You have the ability, all you need is the desire to want to do it. I know you can do it, if you want to.

_____11. That's it! These test results mean that you can be accepted into any college you want to attend. You're on your way! Good job, keep up the good work!

_____12. I really understand what you're saying to me. You've been thinking about this decision a lot. You've made a lot of good points.

When you have completed this worksheet, turn to the evaluation criteria on page 23 in the coordinator's guide to see if you have successfully completed the objective of session three. Then wait for the workshop coordinator to begin the next session.

ACTION PLAN FOR RELATING WITH ETHNIC MINORITIES

We can begin to better understand ethnic minority people if we have more contact and better relations with them. One method of having more contact with ethnic minorities is to have a variety of experiences with them on professional, social or personal levels. As we have more experiences with ethnic minorities, we become aware of both our differences and our similarities. Experiences such as eating meals, going to social gatherings, working on professional projects or traveling with ethnic minority persons help us to learn and grow as individuals and professionals. They afford us the opportunity to use first hand information as a basis to change any negative attitudes or stereotypes we have about ethnic minorities. These experiences can also serve as a vehicle to help us form genuine friendship relationships with them.

Our inability to relate with ethnic minorities is one of the major obstacles that prevents us from providing effective career guidance services for them. Experiences with ethnic minority groups can help us to learn how to relate with them and help us establish better rapport with them. The knowledge we gain from these experiences can then be transferred to our communications and contacts with ethnic minority students or clients in our work setting.

The fourth session of the module will provide an activity to help you identify and learn behaviors and activities that you can use to have more contact and better relations with ethnic minorities.

ACTIVITY – AN ACTION PLAN

You will work in groups of eight and a large group for this activity. You will be asked to develop a list of action oriented behaviors or activities that you can use to improve your relations with ethnic minorities. Please wait for the workshop coordinator to give you further instructions for this activity.

WORKSHEET 4

Your task is to develop a personally relevant and appropriate action plan that you could implement to improve your relationship(s) with ethnic minority persons. In developing this plan, specify an activity or activities that you can accomplish within a two week period. Be as specific as possible in your plan. Respond to the following questions to develop your action plan. Feel free to add more parts to your plan.

Action Plan:

A. What cultural group (other than your own) will your plan focus on?

B. What is the general nature of the activity you will engage in?

C. When (what date/time) will this activity take place?

D. What resource persons will you contact for this activity?

E. Where will this activity take place?

F. How will you implement your action plan? (Explain in detail)

When you have completed this worksheet, turn to the evaluation criteria on page 23 in the coordinator's guide to see if you have successfully completed the objective of session four. Then wait for the workshop coordinator to begin the next session.

CULTURALLY RELEVANT CAREER GUIDANCE MATERIALS FOR ETHNIC MINORITIES

Bias is prejudice -- the favoring of one group over another, creating distortion of facts. Bias has too frequently been present in career guidance materials that inaccurately portray or fail to portray ethnic minority persons. The major problem occurs when these materials are distributed or used with ethnic minorities. The materials simply do not motivate or encourage ethnic minority persons to consider the careers presented. Having role models is important in the career decision making process of most people and it is especially so in the case of ethnic minorities who have been underrepresented in most career guidance materials.

Incorporating culturally relevant career guidance materials, specifically designed for ethnic minorities, into existing materials is one solution to this problem. These materials may be such things as a scrapbook of ethnic minorities or a slide/tape show of ethnic minorities, both representing a wide variety of careers. The chief advantage of these materials is that they reflect ethnic minority persons in career areas where they are typically underrepresented. They also provide role models that might inspire ethnic minority students to develop interests in new and different career areas. Incorporating culturally relevant career guidance materials into existing materials also demonstrates to ethnic minorities that you are genuinely trying to meet their career guidance needs.

The last session of this module will provide a reading section to help you learn how culturally relevant career guidance materials for ethnic minorities are developed. A reading section and an activity will help you learn how to use these materials with ethnic minorities.

Please wait for the workshop coordinator to tell you when to begin the next reading section.

The Development of Culturally Relevant Career Guidance Materials

The development of culturally relevant career guidance materials for ethnic minorities requires creativity, time, knowledge of careers, and some materials. For example, one idea might be a scrapbook that illustrates ethnic minorities in traditional and non-traditional careers. Another example is a slide/tape show that presents ethnic minorities in a wide variety of careers, discussing the factors that motivated them to develop an interest in their careers.

The development of a scrapbook that illustrates ethnic minorities is a relatively easy task. First, the necessary materials are gathered. These include a scrapbook cover, pictures of ethnic minorities, and information on career areas. Covers for the scrapbooks are obtained from bookstores while pictures are taken from such ethnic minority magazines as "Ebony," "Jet," "Essence," or "Nuestro." Pictures of ethnic minorities who are currently working in various career areas can also be used. These pictures show ethnic minorities performing their job in their work setting. The Occupational Outlook Handbook (O.O.H.) and the Dictionary of Occupational Titles (D.O.T.) are typical and excellent sources to use for gathering information on various career areas.

Scrapbooks may be arranged in several ways. One strategy is presentation of pictures of ethnic males and females in career areas that cluster together. This provides role models for both male and female ethnic minorities. Another strategy is arrangement of pictures according to the O.O.H. or D.O.T. listing of careers. This allows ethnic minority students to use the O.O.H. and D.O.T. with the scrapbook. A third strategy is organization of the pictures according to Holland's six occupational themes. Regardless of the format used, the idea is to provide pictures of ethnic minorities in a career scrapbook that is attractive, creative, and practical.

The next portion of the scrapbook is a short description of each career listed in the scrapbook. This description includes information about education requirements, types of work, salary ranges, and job opportunities. The O.O.H. and D.O.T. are sources typically used for this information. Some scrapbooks include an audio tape with a brief description of the career areas illustrated in the scrapbook. An ethnic minority student can then listen to this tape while reading the scrapbook.

Most good scrapbooks are field tested before they are implemented for general use. This field testing process helps insure the appropriateness of the scrapbook since feedback from field testing directs necessary revisions. The pictures and descriptions could also be incorporated into existing career guidance materials.

A slide/tape show that presents ethnic minorities in a wide range of careers and discusses the factors that motivated them to develop an interest in their careers is also a relatively simple task. Again, traditional and non-traditional careers where ethnic minorities are under-represented are identified. Careers in medicine, college teaching, engineering, law, communications, and architecture are a few examples. Information from the United States Department of Labor is a source often used in identifying such career areas.

The next step in the process is obtaining pictures and taped interviews with ethnic minorities in the various careers presented. These interviews are used to ask them questions about significant factors that contributed to their career decision making process. These questions address such factors as motivation, self-concept, personal interests, education, obstacles, and background experiences. The pictures show the ethnic minority persons performing in their work settings.

The taped interviews are edited and significant comments and ideas that would be good for ethnic minority students to hear are kept. Editing usually reduces each tape to 5-10 minutes. Each of the 5-10 minute interviews is then recorded on one tape according to the order selected for presenting them. Often some ethnic music or poetry that has a message that could be inspiring to ethnic minority students is used as a background.

The pictures are processed into slides. Sometimes the slides are organized according to O.O.H. or D.O.T. career listings or sometimes by the order of the taped interview. Slide/tape shows are typically interesting, informative, relevant, and fairly brief (30-45 minutes). They often motivate ethnic minority students to seek more information about various careers.

A slide/tape show, like a scrapbook, should be field tested. The most common field test is to have ethnic minority students view it and give feedback on its value to them. After revisions, based on this feedback,

the slide/tape show is then ready to be used with ethnic minority students or incorporated into an existing career guidance slide/tape show.

How to Use Culturally Relevant Career Guidance Materials

Culturally relevant career guidance materials can be used with ethnic minorities in a number of ways. The following are examples of some of the ways a scrapbook or slide/tape show can be used.

1. A scrapbook could be duplicated and a copy could be placed in every classroom. This would allow ethnic minority students to look at the scrapbook whenever time permits.
2. A scrapbook or slide/tape show could be kept in one central location in the school. Ethnic minority students could then use them during periods of the day as their schedule permits.
3. A scrapbook and slide/tape show could be used in a career day program.
4. A slide/tape show could be used as an activity in a group experience focusing on career development for ethnic minority students. It would serve as a stimulus for group discussion.
5. A scrapbook could be used in one-to-one counseling or advising sessions with ethnic minority students. It would serve as a basis for career exploration with these students.
6. A scrapbook or slide/tape show could be presented in classes. They would provide excellent role models for ethnic minority students and also provide valuable information.
7. The development of a scrapbook or slide/tape show could be given as an assignment to ethnic minority students. This would give them first hand knowledge of various careers and role models with whom they can identify.
8. A scrapbook or slide/tape show could be kept in the library either on reserve or available to check out.
9. A scrapbook or slide/tape show could be used to supplement and complement other information distributed to ethnic minority students. It would demonstrate to them that you are trying to meet their specific career development needs.
10. A scrapbook or slide/tape show could be used as examples to show other professionals how to develop culturally relevant career guidance materials that can be used with ethnic minorities.
11. The scrapbook pictures could be incorporated into existing career guidance scrapbooks.

12. The slide/tape show could be incorporated into existing career guidance slide/tape shows.

ACTIVITY – USING CULTURALLY RELEVANT CAREER GUIDANCE MATERIALS

This activity will help you learn how to use culturally relevant career guidance materials that are appropriate for ethnic minorities. You will work in groups of six and in a large group for this activity. You will be asked to develop a plan for using culturally relevant career guidance materials in your work setting.

To begin the activity please review and examine the section of an ethnic minority career guidance scrapbook that appears on the next several pages. When you have finished reviewing the scrapbook sample, please wait for the workshop coordinator to give you further instructions for this activity.

COLLEGE: Business Administration

MAJOR: Accounting

JOB DESCRIPTION: Accountants prepare and analyze financial reports. They may specialize in auditing (reviewing financial records and reports to judge their reliability), taxes or budgeting and control. The major fields include:

Public Accounting - independent or employees of accounting firms.

Management - handling financial records of industry or private firms.

Government - examining records of government agencies and of private agencies subject to federal regulation.

RESOURCES

Career Resource Center: Occupational Outlook Handbook, see Accountant for a general job description, including typical work settings, responsibilities, training required and salary ranges.

Video Tape #7 - "Job Talk" - a representative from Arthur Anderson, public accountants, discusses job opportunities in the company.

COLLEGE: Business Administration

MAJOR: Computer and Information Sciences

JOB DESCRIPTION: Programmers prepare step-by-step instructions for the computer to follow in processing information. They may specialize in business or scientific use of the computer.

Systems Analysts develop methods to use computers. They recommend which data processing equipment is to be used, prepare instructions for programmers and translate results for managers or customers. Those working with business systems may develop functions for accounting, forecasting sales, or marketing research. Experience as a programmer is often desired.

RESOURCES

Career Resource Center: Occupational Outlook Handbook, see Computer Programmer and Systems Analyst for general job descriptions, including typical work settings, responsibilities, training required and salary ranges.

Video Tape #3 - "Job Talk" - a representative from Texas Instruments discusses job opportunities with the company.

COLLEGE: Engineering

MAJOR: Civil Engineering

JOB DESCRIPTION: Civil Engineers design and supervise the construction of roads, harbors, airfields, tunnels, bridges, water and sewage systems, and buildings. Specialities within this area include structural, hydraulic, environmental, sanitary, transportaion, and soil mechanics. Professions in this field may be in a superivsory or administrative position and involved in teaching, design, planning, research and inspection.

RESOURCES

Career Resource Center: Occupational Outlook Handbook, see Civil Engineer for a general job description, including typical work settings, responsibilities, training required and salary ranges.

Slide Tape #2 - "A Career in Civil Engineering" for a review of past accomplishments, present job possibilities and areas of specializations and future directions for Civil Engineers.

COLLEGE: Engineering

MAJOR: Electrical Engineering

JOB DESCRIPTION: Electrical Engineers design, develop and supervise the manufacture of electrical and electronic equipment, i.e., electric motors, communication equipment, pacemakers, radar, computers, laser and missile guidance systems. They usually specialize in a major area such as electronics, electrical equipment, manufacturing, communications or power and may be involved in research administration and management, technical sales, and teaching.

RESOURCES

Career Resource Center: Occupational Outlook Handbook, see Electrical Engineer for a general job description, including typical work settings, responsibilities, training required and salary ranges.

Slide Tape #4 - "A career in Electrical Engineering" a descriptive and historical look at electricity and electrical engineering, and a discussion of types of work done by electrical engineers.

Slide Tape #25 - for a description of departmental requirements, curriculum, and job options this major offers students.

Video Tape #4 - "Job Talk" a representative from Westinghouse discusses job opportunities with the company.

COLLEGE: Health Related Professions

MAJOR: Medical Technology

JOB DESCRIPTION: Medical Technologists provide physicians with laboratory data related to diagnosis and treatment of patients and to medical education and research. They perform chemical, microscopic, and bacteriological tests of blood, other body fluids, and body tissues. Most are employed in hospitals, clinics, public health laboratories, or physicians offices.

RESOURCES

Career Resource Center: Occupational Outlook Handbook, see Medical Technologist for a general job description, including typical work settings, responsibilities, training required and salary ranges.

COLLEGE: Pharmacy

MAJOR: Pharmacy

JOB DESCRIPTION: Pharmacists dispense drugs prescribed by medical practitioners, supply and advise people on the use of non-prescription drugs and advise physicians on proper selection and use of drugs. For those employed in community pharmacies, duties may include purchase of merchandise, supervision of personnel and general management of the pharmacy. Pharmacists in hospitals and clinics may also make sterile solutions, teach in nursing or allied health profession colleges and serve as consultants to the medical team.

RESOURCES

Career Resource Center: Occupational Outlook Handbook, see Pharmacists for a general job description, including typical work settings, responsibilities, training required and salary ranges.

Slide Tape #38 - "Career Opportunities in Pharmacy"- a description of different types of jobs available for pharmacists, course requirements, requirements for admission into the college and employment opportunities in the field.

WORKSHEET 5

Your task is to write a plan for using culturally relevant career guidance scrapbooks or slide/tape shows in your work setting. In developing your plan, respond to the following questions:

A. How will the scrapbook or slide/tape show be acquired (e.g., self developed, borrowed, copied, purchased, etc.)?

B. What will be the target audience (e.g., classes, counseling groups, individual students, etc.)?

C. Where will the scrapbook or slide/tape show be used with this audience?

D. When will the scrapbook or slide/tape show be used with this audience?

E. How will the scrapbook or slide/tape show be integrated with other career guidance and counseling materials?

F. How will you implement the plan in your work setting? (Explain in detail)

When you have completed this worksheet, turn to the evaluation criteria on page 23 in the coordinator's guide to see if you have successfully completed the objective of session five. Then wait for the workshop coordinator to begin the next session.

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COORDINATOR'S GUIDE

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Coordinator's Role

The success and effectiveness of this workshop are to a large extent dependent on your effectiveness as a workshop coordinator. Your role here is crucial since the participants depend on you for a worthwhile experience. There are four major tasks you must attend to besides your regular workshop duties:

Set the Tone

Create a positive atmosphere for the workshop. Have fun and be enthusiastic about what you're all doing. People in the workshop should be relaxed but also alert, interested, and motivated. Inject humor whenever appropriate and let the participants enjoy themselves. Be aware of the sensitive nature of this topic and the potential for defensive behavior. Set the ground rules: there are to be no "put-downs" of either self or others.

Set the Pace

Maintain a proper pace. Try to sense, or even ask, if the workshop is moving appropriately for the participants. If things bog down, ask some leading, open-ended questions. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and participants are getting lost, slow things down and have the group help everyone catch up. Keep the flow smooth at transition points in the Module. Take breaks as you feel they are necessary. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the outline as flexible to some extent.

Facilitate

Encourage discussion and interaction from participants. Bring out shy people. Don't let aggressive people dominate. Let the group help you. Seek out questions and uneasiness, get them into the open and talk them over. This is especially true for the beginning. Be a trouble shooter. Watch facial expressions and body language. In sum, be attentive and responsive. Act as a guide in the Module but be careful not to get in the way.

Evaluate

Make sure participants are headed in the right direction. Keep the group on task. Nudge them when they're not. Judge how well the partici-

pants are performing each activity. Encourage and direct them to complete activities appropriately. In general, maintain a high quality level in the workshop.

Specific Coordinator Functions

Prior to the workshop

1. Read and study the Module thoroughly prior to the workshop. Be thoroughly familiar with the participants materials and the Coordinator's Guide. It is recommended that you go through this module as a participant before you lead a workshop.
2. Make sure all needed materials are present for the workshop. Check on the availability of such things as name tags, extra paper, chalkboards, and the worksheets used in the session. Have a watch or clock available. Make sure the room has chairs and tables appropriate to Module activities.
3. Make sure the room arrangements are appropriate. Since some of the activities are done in small groups, the room should be large enough to accommodate such seating arrangements. Make sure the room is free from unnecessary distractions.
4. You will need to prepare some stereotypic labels for the activity in Session II. These labels should be written on cardboard (8½ x 11) and holes punched near the ends so that enough string can be tied through the holes in the cardboard to fit around a person's neck. The following is a list of the labels you should write on cardboard:

Wetback	Lazy Nigger
Colored	Squaw
Nigger	Soul Brother
Spook	Soul Sister
Black Militant	Welfare Cheater
Pimp	Spade
Latin Lover	Kung Fu King
Boy	Jap
Slant Eyed	Redskin
Chink	Spic
Dum Nigger	Cool Nigger
Migrant Worker	Brave
Bad Nigger	Uncle Tom
Spanglish	Oreo

At the Workshop

1. Have the necessary materials (name tags, Modules, worksheets, etc.) available for the participants as they arrive.
2. Introduce yourself to the participants and them to each other. Briefly describe your background and the role you will play in the workshop.
3. Establish the time limits and guidelines for the schedule for the day. Do your best to stick to them.
4. Follow the instructions in this Coordinator's Guide closely. Make notes wherever appropriate. Don't be too rigid but ensure that the Module is conducted basically as proposed. Paraphrase, don't read, instructions as much as possible -- but be sure to include all the pertinent points in the instruction.
5. Enjoy the workshop, the participants, and yourself.

MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed towards counselors, paraprofessionals, teachers, and administrators in school settings grades kindergarten through post-secondary. The module topic is using self awareness and effective communication for helping ethnic minority students with career guidance. This module is the first of two focusing on the specific career development needs, concerns, and practices for ethnic minorities.

The goal of this module is to provide you with knowledge and skills for helping ethnic minority students with their career guidance needs. This knowledge and these skills are essential since ethnic minority students have some unique career guidance needs and typical career guidance activities and programs have failed to address those needs. During this module you will learn or become more aware of: (a) your own and others' attitudes toward ethnic minorities, (b) the effects of stereotyping ethnic minorities, (c) appropriate sending and receiving responses in communicating with ethnic minorities, (d) action oriented behaviors for improving relations with ethnic minorities, and (e) career guidance materials specifically designed for use with ethnic minorities.

Module Objectives

When you have successfully completed this module you will be able to:

1. Write a statement summarizing three of your major attitudes or feelings toward ethnic minority persons and two reasons why you hold each atttitude of feeling.
2. List five effects of stereotyping ethnic minority students.
3. Send and receive messages effectively in communicating with ethnic minority students.
4. Write an action plan for improving your relationship(s) with ethnic minority persons.
5. Write a plan for using culturally relevant career guidance scrapbooks or slide/tape shows in your work setting.

Note: The evaluation criteria for successful completion of each objective is on page 23 in the coordinator's guide.

WORKSHOP OUTLINE

Activity	Approximate Completion Time	Module Objectives Reached
Introduction	1/4 hour	
Attitudes Toward Ethnic Minorities	1 1/4 hours	1
Stereotyping Ethnic Minorities	1 hour	2
Communicating with Ethnic Minorities	1 hour	3
Action Plan for Relating With Ethnic Minorities	1 hour	4
Culturally Relevant Career Guidance Materials for Ethnic Minorities	1 1/4 hours	5
Wrap-Up	1/4 hour	
	6 hours	

INTRODUCTION

(1/4 hour)

Introduction and Module Goal and Objectives (5 minutes)

1. Have the participants read the text sections entitled Introduction and Module Goal and Objectives.
2. Explain that this Module is designed to help them learn skills to provide better career guidance services for ethnic minorities.
3. Review with the participants each of the Module objectives.
4. Emphasize that this is basically a self-learning Module and that what they get out of it is in part contingent upon what they put into it.

Time Outline (5 minutes)

1. Review with the participants the Workshop Time Outline.
2. Tell the participants that they will be actively involved in each of the sessions. Each session begins with a text section summarizing the major points to be made. The activities following each introductory text section require that each participant be actively involved. These activities include such things as discussing, writing, presenting, and questioning.
3. Have participants read the section entitled Glossary.

Questions (5 minutes)

1. Ask if there are any general questions that can be answered before the first activity is begun.
2. Tell the participants that they should feel free to ask questions as they arise during the workshop.

ATTITUDES TOWARD ETHNIC MINORITIES

(1 1/4 hours)

Goal: This session is designed to help participants become aware of their attitudes toward ethnic minorities.

Text: (5 minutes)

1. Have participants read the text section entitled Attitudes Toward Ethnic Minorities.
2. Review the text by stressing the following points:
   A. All of us have attitudes and feelings toward other people, especially toward those different from us.
   B. Most of us learned our attitudes and feelings toward ethnic minorities from significant others in our lives.
   C. It is important for us to be aware of our attitudes and feelings toward ethnic minorities.
   D. If we are aware of negative attitudes and feelings toward ethnic minorities we can change those attitudes and feelings.
   E. Awareness of our attitudes and feelings toward ethnic minorities is a necessary first step in providing effective career guidance services for them.
3. Tell participants that they will now participate in an activity to help them become aware of their attitudes and feelings toward ethnic minorities.

Activity: Becoming Aware (60 minutes)

1. Have participants read the description of the activity entitled Becoming Aware.
2. Round 1: (15 minutes)
   A. Place participants in dyads (one white and one ethnic minority if possible). Starting the activity with participants in dyads will help them to begin to self disclose their true feelings and attitudes. It makes them feel more comfortable and secure.
   B. Ask them to discuss their past and present personal, social, or professional experiences with members of a racial or ethnic group different from the one to which they belong.

They may discuss whatever experiences they feel comfortable sharing.

3. Round 2: (15 minutes)
   A. Place participants in groups of four. The participants are now ready to share and feel more comfortable.
   B. Ask them to continue to discuss the same or additional experiences.
4. Round 3: (15 minutes)
   A. Place participants in groups of eight. The participants, at this point, are ready to really share feelings and attitudes.
   B. Ask them to continue to discuss the same or additional experiences.
5. Round 4: (15 minutes)
   A. Place participants in one large group.
   B. Ask them to verbally summarize their previous discussions and to share any insights they might have gained as a result of these discussions.

Evaluation: (10 minutes)

1. Have participants complete Worksheet 1 immediately after they have finished the activity.
2. Have participants turn to the evaluation criteria on page 23 in the coordinator's guide to see if they have successfully completed the objective of session one.

STEREOTYPING ETHNIC MINORITIES

(1 hour)

Goal: This session is designed to help participants learn the effects of stereotyping ethnic minority students.

Text: (10 minutes)

1. Have participants read the text section entitled Stereotyping Ethnic Minorities.
2. Review the text by stressing the following points:
   A. A stereotyping is a belief we have that is used to label ethnic minorities.
   B. These stereotypes can be positive or negative, but both may have negative implications for ethnic minorities.
   C. Mass media have produced and reinforced stereotypes about ethnic minorities.
   D. One reason we stereotype ethnic minorities is that we have had limited experiences with them.
   E. School textbooks also have stereotyped, omitted and distorted the many contributions of ethnic minorities throughout American history.
   F. Influential people, family, friends, and significant others also perpetuate our stereotypes verbally and nonverbally.
   G. Many stereotypes are learned at a young age, ingrained and never challenged.
   H. It is important that we begin to examine our personal stereotypes.
3. Tell participants that they will now participate in an activity to help them learn stereotypes used to label ethnic minorities.

Activity: Eliminating Stereotypes About Ethnic Minorities (45 minutes)

1. Have participants read the description of the activity entitled Eliminating Stereotypes About Ethnic Minorities.
2. Have participants stand and form a large circle around you.
3. Ask participants to fantasize the following experience: (5 minutes). You have received an invitation in the mail to attend a social gathering next weekend. You would like to go but you're not sure who sent the invitation. You decide that you will go

just to see who else attends. The evening has come and you have arrived at the party. Your host (who is you as the Coordinator) is at the door to greet you. Your host welcomes you to the party and says that all you have to do to enter the party is to promise to communicate at least once with everyone at the party according to the labels they are wearing on their backs. You have agreed to do this and are about to enter the party.

4. At this point, have participants turn backwards so that everyone in the circle is facing outward. Ask them to remain in this position until they receive further instructions from you.
5. Randomly place one of the labels you have made around the neck and on the back of each participant. Inform the participants that the labels are being placed on their backs randomly.
6. When you have finished, ask the participants to remember to interact with everyone at the party at least once according to the label that the others are wearing.
7. Tell participants that they may now enter the party and begin to interact. (15 minutes)
8. After 15 minutes, ask participants to once again form a circle around you, keeping their labels on and facing inward.
9. Have participants verbally respond to the following questions in a large group discussion: (10 minutes)
   A. What did you say to the other members of the group?
   B. How did you feel about what the other members of the group said to you?
   C. Do you know what label you are wearing?
10. Have participants look at their labels and verbally respond to these questions: (10 minutes)
   A. How do you feel about the label you were wearing?
   B. How did you feel when being treated based on your label?
11. Have participants read the text section entitled Effects of Stereotyping Ethnic Minorities. (5 minutes)

Evaluation: (5 minutes)

1. Have participants complete Worksheet 2 immediately after they

have finished reading the text section.

2. Have participants turn to the evaluation criteria on page 23 in the coordinator's guide to see if they have successfully completed the objective of session two.

COMMUNICATING WITH ETHNIC MINORITIES

(1 hour)

Goal: This session is designed to help participants learn how to send and receive messages effectively in their communication with ethnic minority persons.

Text: (5 minutes)

1. Have participants read the introductory statement in the text section entitled Communicating With Ethnic Minorities.
2. Review the statement by stressing the following points:
   A. Developing effective communication skills with ethnic minorities is an essential step toward providing better career guidance services.
   B. Effective communication helps you to establish genuine interpersonal relationships with ethnic minorities.
   C. Honest communication, meaningful dialogue, and the development of authentic relationships with ethnic minorities require a commitment from you.
   D. An authentic relationship is one in which there is a full acceptance and recognition of differences and a mutual appreciation and valuing of these differences.

Text: (15 minutes)

1. Have participants read the text section entitled Sending and Receiving Messages.
2. Review the text by stressing the following points:
   A. All communication between two people involves sending and receiving messages.
   B. It is equally important to receive a message as it is to send a clear message.
   C. The ability to send and receive messages is essential for effective communication to occur.
   D. There are some specific ways to send and receive messages in communicating with ethnic minority students.
   E. Three ways to send messages are:
      1. Providing alternatives. This type of response offers the student a range of options or choices. These responses

can be used when a student presents a personal, academic, or social concern. The main idea is to discuss some of the alternatives that are available to help resolve the student's concern. Once the alternatives are presented the advantages and disadvantages of each alternative are discussed. Providing alternatives and discussing the advantages and disadvantages of each can be helpful to an ethnic minority student who is seeking solutions to a concern or problem.

2. Providing encouragement. This type of response gives the student motivation and desire to succeed. These responses can be used as positive reinforcement of good behavior or academic achievement. They serve the purpose of communicating to students that you are aware of their good work and that you want to let them know you are aware. These responses can also help students to build good self concepts and feel better about their ability to achieve.
3. Providing challenges. This type of response stimulates a student to consider new directions. These responses ask students to reach beyond their current level of achievement or success and to seek higher goals. They can be used to help ethnic minority students reevaluate their present behavior or academic achievement. Providing challenges is a way of communicating to ethnic minority students that you believe they are capable of a higher level of achievement.

F. Three ways to receive messages are:

1. Acknowledging messages. To acknowledge a message means to communicate that you have heard what the student said. This could be done by nodding your head up and down or saying, "I heard you." The intent is to indicate that you are really listening to what the student is saying. Acknowledging messages that ethnic minority students send can also communicate that what they are saying is really important. This type of response can be used in all communication with ethnic minority students.

2. Accepting messages. To accept a message means to communicate that you integrated what the student has said and have a response to the message. This could be done by providing favorable or unfavorable feedback to what the student has said. These responses communicate that you accept their messages and want to help them. They could be used in all communication with ethnic minority students. They would be very useful in situations where a language difference exists. Accepting messages in these situations communicate that you are really trying to understand them in spite of language barriers.
3. Empathic messages. An emphathic message communicates that you have heard the feelings or emotions expressed by the student and want to respond. This could be done by saying that you understand what the student is feeling. These responses can be used when a student has shared some feelings about a personal or academic problem they are facing. Empathic messages communicate that you are aware of the feelings the student is expressing and you are responding to them.

3. Ask participants to raise questions or make comments about using these responses to send and receive messages in their communication with ethnic minority students.

Text: (10 minutes)

1. Have participants read the text section entitled Examples of Sending and Receiving Messages.
2. Ask them to raise questions or make comments about the examples of sending and receiving messages.

Activity: Practicing Sending and Receiving Messages (25 minutes)

1. Have participants read the description of the activity entitled Practicing Sending and Receiving Messages.
2. Round 1: (15 minutes)
   A. Place participants in triads.
   B. Ask them to practice using the three types of sending and three types of receiving responses previously discussed in the text. The examples of sending and receiving messages

provided in the text should be used in this activity as a model. One person in the triad will be the sender, one a receiver, and one an observer. The sender should practice providing alternative, encouragement, and challenge responses in his/her communication. The receiver should practice acknowledging, accepting, and empathic responses in his/her communication. Each member of the triad takes a turn receiving. The observer gives positive or negative feedback to each participant at the end of each practice session and provides ideas for them in the next practice session. Each member of the triad should assume each role for 5 minutes during the activity.

3. Round 2: (5 minutes)
   A. Place participants in a large group.
   B. Ask them to discuss how they can use these sending and receiving responses in their communication with ethnic minority students.

Evaluation: (10 minutes)

1. Have participants complete Worksheet 3 immediately after they have finished the activity.
2. Have participants turn to the evaluation criteria on page 23 in the coordinator's guide to see if they have successfully completed the objective of session three.

ACTION PLAN FOR RELATING WITH ETHNIC MINORITIES

(1 hour)

Goal: This session is designed to help participants identify and learn behaviors and activities they can use to have more contact or better relations with ethnic minority persons.

Text: (5 minutes)

1. Have participants read the text section entitled Action Plan for Relating With Ethnic Minorities.
2. Review the text by stressing the following points:
   A. We can better understand ethnic minority people if we have more contact and better relations with them.
   B. We can have professional, social, or personal experiences with them.
   C. We learn about their culture, lifestyle, and communication styles.
   D. We can use these experiences as a basis to change negative attitudes or stereotypes we have about ethnic minorities and form genuine relationships with them.
   E. Our inability to relate with ethnic minorities prevents us from providing effective career guidance services for them.
   F. Experiences with ethnic minorities can help us learn how to relate and establish rapport with them.
3. Tell participants that they will now participate in an activity to help them identify and learn behaviors and activities they can use to have more contact or better relations with ethnic minorities.

Activity: An Action Plan (40 minutes)

1. Have participants read the description of the activity entitled An Action Plan.
2. Round 1: (20 minutes)
   A. Place participants in groups of eight.
   B. Ask them to discuss behaviors or activities that they can use to have more personal contact and better relations with ethnic minorities.

C. Ask one person to serve as a recorder and write these behaviors and activities on paper.

3. Round 2: (15 minutes)
   A. Place participants in one large group.
   B. Ask the small groups to present their list of behaviors and activities to the large group and discuss briefly each behavior and activity. Each sheet of paper should be taped to the chalkboard before the group presents it.
4. Round 3: (5 minutes)
   A. Ask participants to raise questions or make comments about the behaviors and activities presented in this activity.

Evaluation: (15 minutes)

1. Have participants complete Worksheet 4 immediately after they have finished the activity.
2. Have participants turn to the evaluation criteria on page 23 in the coordinator's guide to see if they have successfully completed the objective of session four.

CULTURALLY RELEVANT CAREER GUIDANCE MATERIALS FOR ETHNIC MINORITIES

(1 1/4 hours)

Goal: This session is designed to help participants learn how to use culturally relevant career guidance materials with ethnic minorities.

Text: (5 minutes)

1. Have participants read the introductory statement in the text section entitled Culturally Relevant Career Guidance Materials for Ethnic Minorities.
2. Review the statement by stressing the following points:
   A. Bias has been present in some career guidance materials in that they inaccurately portray or fail to portray ethnic minority persons. Such materials do not motivate or encourage ethnic minorities to consider some careers.
   B. Having role models is important in the career decision making process but many ethnic minorities do not have role models. Incorporating culturally relevant career guidance materials into existing materials is one solution to this problem.
   C. A scrapbook and slide/tape show of ethnic minorities in a wide variety of careers are two examples of such materials. They can inspire ethnic minority students to develop interests in new and different career areas. The development of such materials indicates that you are genuinely trying to meet their career needs.

Text: (15 minutes)

1. Have participants read the text section entitled The Development of Culturally Relevant Career Guidance Materials.
2. Review the text by stressing the following points:
   A. The development of culturally relevant career guidance materials for ethnic minorities requires creativity, time, knowledge of career areas, and some materials.
   B. The development of a scrapbook that illustrates ethnic minorities is a relatively easy task.

1. Materials are gathered including scrapbook cover, pictures of ethnic minorities, and information on career areas.
2. Pictures in the scrapbook are organized.
3. A short description of each career listed in the scrapbook is provided.
4. The scrapbook is field tested with ethnic minority students.
5. The scrapbook is used with ethnic minority students or incorporated into existing materials.

C. The development of a slide/tape show that presents ethnic minorities in a wide range of careers is also relatively simple.

1. Traditional and non-traditional careers where ethnic minorities are underrepresented are identified.
2. Ethnic minorities in these careers are interviewed and their pictures (at work) obtained.
3. The tape is edited and significant comments and ideas that would be good for ethnic minority students to hear are kept.
4. The pictures are processed into slides and their order or presentation determined.
5. The slide/tape show is field tested with ethnic minority students.
6. The slide/tape show is used with ethnic minority students or incorporated into existing materials.

3. Ask participants to raise questions or make comments about the development of culturally relevant career guidance materials for ethnic minorities.

Text: (10 minutes)

1. Have participants read the text section entitled How to Use Culturally Relevant Career Guidance Materials.
2. Ask them to raise questions or make comments about how to use these materials with ethnic minorities.

Activity: Using Culturally Relevant Career Guidance Materials (30 minutes)

1. Have participants read the description of the activity entitled

Using Culturally Relevant Career Guidance Materials.

2. Round 1: (20 minutes)
   A. Place participants in groups of six.
   B. Ask each group to develop a plan for using culturally relevant career guidance materials in their work settings. The outline for this plan should be written on a blank sheet of paper. Each group should work on one project as a team. Each group should work on one project as a team. Worksheet 5 should be used as a guide.
3. Round 2: (10 minutes)
   A. Place participants in a large group.
   B. Ask members of each group to discuss how the materials they developed can be used with ethnic minorities.

Evaluation: (15 minutes)

1. Have participants complete Worksheet 5 immediately after they have finished the activity.
2. Have participants turn to the evaluation criteria on page 23 in the coordinator's guide to see if they have successfully completed the objective of session five.

MODULE WRAP-UP

(1/4 hour)

Goal: Describe References and answer any final questions which the participants may have.

Directions: (15 minutes)

1. Describe the References to participants.
2. Have a brief open discussion on any questions that participants have about the Module.

EVALUATION CRITERIA

Objective 1

This objective will be achieved if participants successfully complete Worksheet 1. Successful completion means that participants must provide a statement summarizing three (3) of their attitudes or feelings toward ethnic minorities and cite two (2) reasons why they hold each attitude or feeling.

Objective 2

This objective will be achieved if participants successfully complete Worksheet 2. Successful completion means that participants must list five (5) effects of stereotyping ethnic minority students as discussed in the text section entitled Effects of Stereotyping Ethnic Minorities.

Objective 3

This objective will be achieved if participants successfully complete Worksheet 3. Successful completion means that participants must have answered 10 of the 12 questions on Worksheet 3 correctly. The correct answers are: (1) PA, (2) AM, (3) EM, (4) PE, (5) ACM, (6) PC, (7) AM, (8) EM, (9) PA, (10) PC, (11) PE, and (12) ACM.

Objective 4

This objective will be achieved if participants successfully complete Worksheet 4. Successful completion first means that participants must provide an answer to each of the questions listed on Worksheet 4. Second, participants must include in their answers the following: the name of the cultural group, a description of the activity, a statement of when and where it will take place, a list of resource persons, and an explanation in detail of how their plans will be implemented.

Objective 5

This objective will be achieved if participants successfully complete Worksheet 5. Successful completion first means that participants must provide an answer to each of the questions listed on Worksheet 5. Second participants must include in their answers the following: a method of obtaining the materials, the name of the target audience, a statement of when and where these materials will be show to this audience, a description of how these materials can be integrated with other career guidance and counseling materials, and an explanation of how their plans will be implemented.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler